



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

State maintenance for students preparing to teach.—Numerous methods have been suggested of late for inducing men and women to enter the teaching profession. Among them the possibility of state maintenance of teachers in training has received wide consideration. Dr. Walter Scott Hertzog recently made a detailed study of this problem and published his results in a small but comprehensive report.¹

In the first chapter of the report the author reviews the teacher-shortage situation and points out the fact that since the state has assumed control of education it should also assume the responsibility for teacher-training. Chapter ii reports an analytical survey of conditions which may justify additional aid for prospective teachers. The fact is pointed out that the cost of professional preparation is too great at the present time and the salaries too low to justify teachers in choosing a professional career. Chapter iii describes plans for recruiting the profession through financial assistance which are in use in the United States and Europe. The discussion shows clearly that state assistance has been tried in a surprisingly large number of places. In partial support of state aid in education, chapter iv describes methods of recruiting other occupations and professions through financial support. The concluding chapters of the book discuss in detail the advantages and disadvantages of subsidies for teacher-training as an element in recruiting the profession. In his summary of conclusions it is evident that Dr. Hertzog has been more strongly influenced in his thinking by the advantages than by the disadvantages. Inasmuch as subsidies have worked out unsatisfactorily in many places, the disadvantages should be very carefully considered before the plan is more widely adopted. In conclusion it should be said that the materials of this book are well organized, clearly presented, and, in the main, impartially treated. Without doubt it is the most comprehensive discussion of the problem available.

WILLIAM S. GRAY

The teaching of arithmetic.—The gradual modification of methods through continuous efforts at improvement makes it desirable from time to time to draw up a complete statement of the newer proposals for any given subject. This statement then becomes, first, a subject of discussion and critical study; second, a stimulus to extensive experiments with the new methods presented; and, finally, to a greater or less degree, an accepted body of practice. A recent book² by Professor Thorndike gives such a treatment to the subject of arithmetic.

The book consists of the application of recent experimental psychology and education to the problem of specific methods of teaching arithmetic. The

¹ WALTER SCOTT HERTZOG, *State Maintenance for Teachers in Training*. Baltimore: Warwick & York, 1921. Pp. 144.

² EDWARD LEE THORNDIKE, *The New Methods in Arithmetic*. Chicago: Rand McNally & Co., 1921. Pp. viii+260.

emphasis, however, is upon method rather than psychology, and throughout the book the point of view is that of the working teacher or the normal-school student preparing to teach arithmetic. The treatment is elementary and requires no previous knowledge of psychology for its study.

The book contains thirteen chapters which are rather loosely connected. The unity of the book rests not so much upon the logical organization of its material as upon the needs and interests of the teacher using it. The text opens with the following statement:

The older methods taught arithmetic for arithmetic's sake, regardless of the needs of life. The newer methods emphasize the processes which life will require and the problems which life will offer [p. 1].

The author then proceeds immediately to illustrate by a brief discussion of "indiscriminate versus useful computation" and by giving concrete examples of the old and new methods of treatment. In general, this is the form of treatment throughout: a brief, concise discussion of the topic; concrete examples illustrating the old and the new; specific constructive proposals regarding method; and, at the end of each chapter, a series of concrete exercises by which the reader can practice putting the principles into operation. The range of subject-matter is suggested by the chapter titles, among which are "Interest," "Theory and Explanations," "Habit Formation and Drill," "The Organization of Learning," "Learning Meanings," "Terms, Definitions, and Rules," and "Tests and Examinations."

The book is a most stimulating discussion of method in arithmetic. Its wide use by elementary teachers should contribute much to the improvement of teaching in that field.

G. T. B.

A study in Americanization.—We have heard a great deal in recent years concerning plans for the Americanization of foreign groups within our midst. Much of this discourse, especially since the beginning of the war, has savored of the hysterical. It gives one a feeling of relief to find a book¹ dealing with this relation of foreign ethnic groups to the state in a sane fashion. Dr. Berkson, making a critical study of this problem with special reference to the Jewish group, asks these fundamental questions:

What place has the Jewish group in our democracy? May it retain its identity or must it fuse entirely with the total group? Second, if it may retain its identity, under what limitations and through what agencies may it do so? [pp. 1-2].

The book, which is an attempt to help answer these questions, is divided into two parts. Since the entire argument is based on the assumption that the United States aims to be a democracy, the first part deals with the doctrines

¹ ISAAC B. BERKSON, *Theories of Americanization*. "Teachers College Contributions to Education," No. 109. New York: Teachers College, Columbia University, 1920. Pp. viii+226.